



**INTERNATIONAL CONFERENCE ON MODERN  
DEVELOPMENT OF PEDAGOGY AND LINGUISTICS**

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# **INTERNATIONAL CONFERENCE ON MODERN DEVELOPMENT OF PEDAGOGY AND LINGUISTICS**

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## **Uterine Smooth Muscle Tumor with Uncertain Malignancy Potential (STUMP) Apropos of 2 Cases and Review of the Literature**

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**Abstract:** The term uterine smooth muscle tumor of uncertain malignant potential (STUMP) refers to a group of uterine smooth muscle tumors (SMT) that cannot be unequivocally diagnosed as benign or malignant. The diagnosis, surgical management and follow-up of this pathology remain controversial, especially in women of childbearing age with a desire for fertility, due to the non aggressive behavior and the prolonged survival rate compared to leiomyosarcomas. However, recidivism is estimated between 8.7% and 11%. We reported the case of two patients treated by surgical intervention.

**Keyword:** tumors; STUMP; fertility Tumeur musculaire lisse utérine a potentiel de malignité incertain (STUMP) A propos de 2 cas et revue de la littérature. Abstract : Le terme tumeur musculaire lisse utérine à potentiel de malignité incertain (STUMP) désigne un groupe de tumeurs du muscle lisse utérin (SMT) qui ne peuvent être diagnostiquées sans équivoque comme bénignes ou malignes. Le diagnostic, la prise en charge chirurgicale et le suivi de cette pathologie restent controversés, en particulier chez les femmes en âge de procréer ayant un désir de fertilité, en raison du comportement non agressif et du taux de survie prolongé par rapport aux léiomyosarcomes. Cependant, la récurrence est estimée entre 8,7 % et 11 %. Nous avons rapporté le cas de deux patientes traitées par une intervention chirurgicale I- Introduction : Les tumeurs musculaires lisses de l'utérus sont fréquentes et comprennent des formes bénignes (les léiomyomes) , des formes malignes( les léiomyosarcomes) et des formes de malignité intermédiaire, les STUMP (smooth muscle tumors of uncertain malignant potential). Ces dernières sont des tumeurs musculaires lisses dont les caractéristiques morphologiques tels que la nécrose, les atypies et le compte mitotique s'avèrent parfois d'interprétation délicate et subjective ne permettent pas de les classées de façon formelle en tumeur bénigne ou maligne (OMS 2003). II-Observations : 1.Cas N° 1 : -Il s'agit d'une patiente âgée de 36 ans, sans tares particuliers notables, toujours réglée avec des cycles réguliers, célibataire et nulligeste , Admise dans notre formation pour prise en charge de douleurs Abdomino-pelviennes chroniques à type de pesanteur d'intensité modérée depuis 6 mois associée à une distension abdominale et des signes digestifs type constipation, par ailleurs pas de signes de compression ou envahissement urinaire. Chez qui l'examen clinique objective une patiente consciente, stable, en bon état

général avec un IMC à 28 et à l'examen abdominal présence d'une énorme masse de consistance dure, indolore, arrivant jusqu'à l'ombilic. L'examen gynécologique (spéculum + toucher vaginal) non fait car la patiente se disant vierge. La patiente a bénéficié d'une échographie pelvienne dans notre formation objectivant une masse prenant toute la cavité aux dépens de l'utérus faisant 13x12 cm évoquant un myome avec vascularisation périphérique ; par ailleurs endomètres non explorés ainsi que les annexes. Une TDM TAP a été réalisée objectivant une volumineuse masse abdomino-pelvienne mesurant 135x105x165 mm d'allure utérine avec un large pédicule utérin, classée type VII de FIGO probablement en dégénérescence kystique responsable d'une compression du pédicule ovarien gauche, absence d'autre anomalie notamment endométriale ou ovarienne bilatérale. Une IRM pelvienne a été faite afin d'éliminer une dégénérescence sarcomateuse, elle montre un volumineux myome corporéofundique antérieur classée FIGO VII mesurant approximativement 14.5x8.5cm, remanié. La patiente a bénéficié par la suite d'un bilan pré opératoire et d'une consultation pré anesthésique et fut programmée pour une laparotomie exploratrice. L'incision utilisée était médiane sous ombilicale vu la taille de la masse, à l'exploration : Pas d'ascite, utérus de taille normale siège d'un volumineux myome fundique d'environ 25 cm de consistance molle dépassant l'ombilic de vascularisation périphérique, type 7, les 2 annexes : vus sans particularité, reste de l'exploration RAS. La patiente a bénéficié d'une myomectomie sans ouverture de la cavité utérine avec réalisation d'une cytologie péritonéale, mise en place d'un drain de Redon après lavage et aspiration de toute la cavité . L'acte opératoire a duré 1h30min et la patiente en fin d'acte stable sur le plan HD et respiratoire. Le résultat anatomo-pathologique était le suivant : Tumeur musculaire lisse au potentiel de malignité incertain (STUMP), il s'agit d'une prolifération tumorale d'architecture fasciculée faite de cellule musculaires lisses fusiforme à limites imprécises, à cytoplasme abondant et à noyau allongé focalement et modérément atypique. Il s'y associe des remaniements œdémateux avec de la nécrobiose aseptique, les mitoses sont estimées à 7/10 champs au fort grossissement (CFG). La décision était 2. Cas N° 2 : Il s'agit d'une patiente âgée de 48 ans , sans antécédents pathologiques notables , mariée sans notion de consanguinité, en activité génitale avec des cycles réguliers, nulligeste. Référée dans notre formation pour prise en charge d'un saignement utérin anormal inter menstruel fait de sang rouge de grande abondance intermittent, spontanée évoluant depuis 3 mois , sans autres signes associées notamment pas de douleurs abdominopelviens , pas de signes de digestifs ou urinaires. L'examen clinique trouve une patiente pale avec conjonctives décolorées, et à l'examen abdominal un abdomen souple, pas de distension abdominale, pas de

sensibilité ni de masse palpable. Examen gynécologique : Speculum col d'aspect macroscopiquement normal ,présence un polype accoucher par le col bistourné avec saignement minime provenant de l'endocol et au Toucher vaginal coupler au palper abdominal : col de consistance ferme, pas de masse latéro utérine, sang au retarit de doigtier, par ailleurs la patiente a été bénéficiée d'une exploration paraclinique notamment une BHCG qui revenue négatif, une échographie pelvienne objectivant un utérus augmenté de taille avec présence d'un processus endométrial intra cavitaire de 3\*4cm vascularisé au doppler ( vascularisation suspecte) les 2 ovaires non vus. La patiente a bénéficiée par la suite après un consultation pré anesthésique, d'une hystérocopie chirurgicale au bloc avec a l'exploration : cavité utérine triangulaire, sans signe d'atypies, muqueuse utérine lisse ,présence d'un myome intra cavitaire ( type 0) à base d'implantation fundique, réalisation d'une résection de 70% du myome, le résultats anatomopathologique du prélèvement examinée était en faveur d'une tumeur musculaire lisse à potentiel de malignité incertain (STUMP) : il s'agit d'une prolifération tumorale d'architecture fasciculée ; Elle est faite de faisceaux musculaires lisses entrecroisés, les cellules tumorales sont allongées présentant des atypies significatives focalement avec index mitotique estimé à 4 mitoses/ 10 champs au fort grossissement (CFG),pas vu de foyers de nécrose. Une IRM pelvienne a été réalisée par la suite objectivant une TDM TAP n'a pas objectiver une localisation secondaire par ailleurs. III-Discussion : Les STUMP correspondent à un groupe de pathologies très rares et hétérogène, considérée comme une sous-classification des tumeurs du muscle lisse utérin entre les critères bénins et malins [1],cependant il n'existe malheureusement pas des pourcentages exacts à propos de leurs incidences de survenue, dû évidemment au faible nombre des différentes séries. Les critères morphologiques à la base du diagnostic de léiomyosarcome selon(OMS 2003) [2], tels que la nécrose, les atypies cytonucleaires et le compte mitotique s'emblent parfois d'interprétation délicate et subjective, guidant à classer les tumeurs problématiques en STUMP[3]. Les léiomyomes atypiques présentent une large gamme cytologique de cellules atypiques modérément à sévèrement pléomorphe avec un faible nombre de mitoses et sans nécrose coagulante des cellules tumorales.

Les cellules atypiques, même avec une atypie sévère, peuvent être distribués dans tout le léiomyome (diffus) ou ils peuvent être présents focale (éventuellement multifocale). Les figures mitotiques ne peuvent pas être supérieur à 10/10 HPF dans un léiomyome atypique, et la nécrose des cellules tumorales doit être absente [4]. Un index mitotique supérieur à 10/10 HPF permet le diagnostic des léiomyosarcomes[5]. Deux parmi les critères cités (atypies nucléaires, l'index de

mitoses et la présence ou non de nécrose tumorale) sont nécessaires pour retenir le diagnostic de malignité.

On parle de STUMP lorsqu'un des critères de malignité est présent et le second est difficile à évaluer. Par ailleurs on peut regrouper dans les STUMP, les cas de figures suivant : une tumeur musculaire lisse à cellules fusiformes avec des atypies nucléaires modérées à sévères diffuses et un index mitotique difficile à évaluer ou « borderline » entre huit et neuf mitoses sur dix champs au 40X, une tumeur musculaire lisse à cellules fusiformes avec des atypies nucléaires modérées à sévères et une nécrose dont la nature tumorale ou ischémique est difficile à évaluer, une tumeur musculaire lisse à cellules fusiformes avec plus de dix mitoses pour dix champs au 40X et une nécrose dont la nature tumorale ou ischémique est difficile à évaluer, une vraie nécrose tumorale dans un léiomyome « banal » (la vraie nécrose tumorale est le critère qui seul peut faire basculer le diagnostic vers une STUMP plutôt qu'une variante de léiomyome), on range également parmi les STUMP, les tumeurs musculaires lisses utérines myxoïdes ou à cellules épithélioïdes avec des atypies nucléaires, mais avec moins de deux à cinq mitoses pour dix champs au 40X [6].

Dans notre étude, l'anatomo-pathologie a objectivé pour la première patiente un index mitotique estimé à 7 mitoses/10 champs au fort grossissement (CFG) avec présence des remaniements œdémateux avec de la nécrobiose aseptique la classant dans la catégorie des STUMP, Un index mitotique estimé à 4 mitoses/ 10 champs au fort grossissement (CFG), pas vu de foyers de nécrose pour la seconde patiente. La symptomatologie clinique comprend une combinaison d'anomalies saignement utérin, masse pelvienne ou symptômes dus à compression secondaire et anémie. Douleur pelvienne et la sensation de pression pelvienne ou une combinaison de celles-ci sont également décrit.

Une de notre malade a été admise des pour douleurs pelviennes chroniques associée à une constipation et chez qui l'examen clinique retrouvé une masse abdominopelvienne dure et indolore, arrivée à l'ombilic, la 2 -ème patiente s'est présentée aux urgences gynécologiques pour prise en charge d'un saignement utérin anormal avec retentissement général, sans masse perceptible a l'examen clinique. Il est très difficile de différencier les léiomyomes bénins des sarcomes malins en préopératoire.

Le diagnostic a été suspectée par l'échographie pelvienne qui a montré une image intra-utérine avec vascularisation centrale anarchique. IRM a été utilisé pour différencier entre tumeurs bénigne et malignes de l'utérus, elle permet de confirmer le diagnostic de fibrome utérin, d'en préciser le type selon la classification FIGO,

validée à l'échelle européenne et peut éventuellement proposer une orientation thérapeutique [7]. Pour montrer l'importance de l'imagerie dans le diagnostic de léiomyosarcome, Bonneau et al ont publié la première étude a ce sujet en 2013 [8] , Bacanakgil et al, ont comparés les résultats échographiques et IRM de 85 léiomyomes et 23 tumeur mésoenchymateuse maligne (MMT) et STUMP , et ont signalé que la présence d'une tumeur unique, l'absence d'occlusion acoustique et la présence de fluide libre sont associé au MMT/STUMP. Aucun protocole standard pour la prise en charge thérapeutique des patients suspects de STUMP n'a encore été approuvé.

Ainsi si le diagnostic de STUMP est posé sur des pièces de myomectomie, compte tenu de la possibilité avérée de récurrence, l'hystérectomie représente le traitement de référence pour les femmes qui ont accomplie leur projet de grossesse.

Des grossesses réussies après une chirurgie de préservation de la fertilité ont été rapportées, mais ces patientes doivent être correctement informées du risque de récurrence avec une surveillance strict clinique et paraclinique [9]. Les 2 patientes de notre étude ont bénéficié d'un traitement chirurgical par hystérectomie totale. Le taux de récurrence rapporté pour STUMP est de 7 à 27 % [10].

Les critères histologiques notamment La nécrose tumorale, le degré d'atypie et la mitose sont corrélés avec comportement malin, et non pas avec la récurrence tumorale. Chez les patients atteints de STUMP, la croissance tumorale est plus lente et la récurrence est souvent retardée d'une moyenne de 51 mois après le diagnostic initial. Par ailleurs, l'évolution clinique est souvent retardée, avec une survie médiane de 61,5 mois [11]. La survie à cinq ans est de 92 à 100 % [12]. Dans notre étude, la durée moyenne de suivi était de. Vu le caractère et l'évolution incertains de ces tumeurs, les patientes doivent subir une évaluation de base et un suivi régulier tous les 6 mois pendant les 5 premières années, puis une fois par an pour les 5 prochaines années [13] .le suivi consiste en une anamnèse, un examen général et pelvien et d'une imagerie annuelles comprenant une radiographie thoracique, une échographie pelvienne, une IRM et/ou une TEP-TDM, pour détecter les récurrences. Les 2 patientes de notre étude ont bénéficié d'un examen clinique et d'une échographie pelvienne.

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## HOW TO IMPROVE ENGLISH SPEAKING SKILLS

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**Abstract:** This article deals with some kind of advice improving speaking skills with new techniques and various methods for learn to speak English. In this piece of writing it was analyzed some effective ways to improve speaking levels. It provides some thought about imitating, reading or listening, conversation, and keep talking methods their valuable process which is helpful tool in developing speaking skills.

**Keywords:** native speaker, speaking, implicit learning, some step to improve speaking, keep talking.

Nowadays, the number of English language learners is increasing day by day. Many people have difficulty in speaking English. Now I will tell you some ways to speak English fast and fluently.

### 1. Listen

The first step in improving your speaking skills is actually working on your listening. Listening to English has several benefits it allows you to pick up new words, phrases and ways to respond in conversations. Then it helps to us for understanding pronunciation, how some words are joined together the rhythm, and the sounds of language. Everyday listening English podcast BBS or listen to audiobooks and other types of podcast are a popular way to listen to English and develop your listening and speaking skills.

### 2. Read

Reading is a very important skill when learning language. Whether you prefer a novel, books or an article, reading a few minutes every day will help you acquire new vocabulary when learning English, reading for a few minutes is greatly is beneficial. Short articles, story or notes in English are greatly for this.

### 3. Imitate

Now that you have listened to lots of English conversations it's time for some imitation. Yes, that's right! Imitating or copying someone is a wonderful to improve your speaking skill. Another benefit of imitation is that it will help you become more accurate in English without having to learn grammar rules. With lots of practice you will begin to remember chunks of words and phrases. Repeat and record: after playing the audio, repeat saying the words and conversations exactly as you heard. Record yourself while repeating the words help to us to listen to our self and self-correct. Compare: listen to the audio again and compare it with your recording.

### 4. Learn new words every day

Choose a word you would like to work on and use practice it in different sentences. Use the word until you have learnt it and keep using it regularly.

#### 5. Watch films

Watch movies in English and pay attention to new vocabulary and pronunciation, imitate the actors and have fun with it.

#### 6. Make friends and do interesting activities.

Make friends with English speakers or other learning to speak English and compare notes. Talk about things that you have learnt and exchange ideas. Another way is doing an activity that you enjoy it in English.

#### 7. Have a debate

Debate all the topics that interest you with friends in English. Try to use as much vocabulary as you can to get your point across and listen to the other arguments carefully so you can argue against them effectively.

#### 8. Use a dictionary

Nowadays online dictionary users is a lot .Online dictionaries often have audio examples so you can check your pronunciation and there are lots of great dictionary apps that you can take everywhere with you on your phone. There is a best way for improving speaking English language.

With enough motivation and effort, you can see certain improvements in your speaking skills in as little as two weeks. However, how much progress you make will depend on several factors, such as your current level of language, how often you practice, and what types of activities you do to practice.

Talking about the time the development of speaking skills takes, it is important to keep in mind that everyone learns at a different pace. While some people may be able to become conversationally fluent in around a year, others may need a few years. The most important thing is to remain patient and consistent with your effort. Do not get discouraged if you don't see the results you want immediately. With time and practice, you will get there!

If you want to know how to speak better English and have more structure and guidance, consider signing up for a course. There are many different types of courses available, from online programs to in-person classes.

Taking a course can be especially helpful if you are struggling with a particular aspect of the language, especially speaking or pronunciation. It can also be a great way to meet other people who are learning English and make friends that can help support your efforts.

Finally, don't forget to have fun. It's easier to learn something new and commit to learning when you're having fun. Practice English by singing along to popular songs. Practice tongue twisters with your friends.

Try all these tips today and start your language learning journey right away!

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**METHODS AND TOOLS FOR CONNECTING THEORY WITH  
PRACTICE IN THE COURSE HUMAN ANATOMY AND PHYSIOLOGY  
FOR STUDENTS IN DISTANCE LEARNING**

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Online learning during the period of quarantine restrictions greatly influenced the learning ability and motivation of students, the direction of training and the course of which is strongly related to the practical testing of acquired knowledge. For this reason, to compensate for the negative impact, additional incentive measures and special tools are needed to ensure the connection of theory with practice at the level of visual, conceptual and tactile perception. This work is devoted to the consideration of distance learning methods and tools applicable to ensure the connection between theory and practice in the human anatomy and physiology course for students [1,2,5,6].

The purpose of the work is to demonstrate and justify distance learning methods and tools applicable to connect theory with practice in the human anatomy and physiology course at a higher education institution.

Materials and methods To obtain the result, methods of theoretical analysis of literature on the chosen topic, synthesis of one's own ideas and hypotheses were used.

Traditionally, such means of outputting audiovisual information as Zoom, Google meetings and Discord are considered as the main tools for distance learning. Meanwhile, despite the simplicity and prevalence of these tools, not all teachers use them to conduct online practical classes [3,4]. At the same time, these tools themselves include sections that actively promote this.

For example, they all support dividing a video or audio session into subgroups and separate rooms in which the teacher can evaluate individual and group assignments and the quality of their implementation. In the same way, you can divide laboratory or practical work into stages and students can move from stage to stage in special rooms, and those who did not have time to complete the previous stage can remain in the previous room and re-study the video material shown on the screen of the output device for as long as they will need it. In this way, it is possible to provide students with differentiation of learning in terms of means of synchronous knowledge delivery.

In addition, these tools can be used when conducting classes in two small groups, divided into two rooms. Moreover, at the end of the video or audio session, you can compare the results of two small groups and arrange a triple debate between teachers

and participants of the two small groups, in which you can consider ways to improve the result, common mistakes and innovations in practical work.

The most notable online learning methods used with these tools are project-based learning and creative activities.

To conduct a lesson using the project method, students are given a certain practical task, for example, to demonstrate the structure of a flower from the legume family, its typical features and characteristics. Students spend several days preparing a theoretical or practical model to demonstrate their knowledge.

So, for example, illustrative models, verbal models and even 3-D models can be chosen as a theoretical model, often demonstrating not only the internal structure, but also the physiological processes occurring in the human body.

Illustrative models are created using photo editors and other graphic tools, for example, Adobe Draw, Photoshop, SketchPad and many others.

In addition, interactive online boards, such as AMW board, MIRO, Whiteboard Fox, Webwhiteboard and many others, are an interesting way to collaborate and present theoretical models in verbal and visual format. They differ from each other in reliability, simplicity of the interface, technical requirements and technical capabilities. For example, some of them are capable of not only providing material themselves, but also supporting video material and even video communication. However, even in the absence of video communication tools as part of the online tool, this can be compensated by using communication in already voiced tools, for example, using the device screen sharing function.

Among the tools for creating theoretical models, one can also highlight tools that work on the principle of mind-maps, which help to systematize the information available to students, show its hierarchical connections, the principles of interconnection and helps to visualize the work of many technical systems related to the anatomy and physiology of a person and his individual elements, operating principle of an electron microscope, etc.

Today there are also many tools for creating 3-D models, among which it is worth noting such as Autodesk TinkerCAD, DesignSpark Mechanical, SketchUp, FreeCAD, Autodesk 3ds Max, Autodesk Maya and others. Despite the complexity of 3-D modeling, teams of students cope well with tasks of this type. At the same time, it is worth taking into account the technical capabilities of students, the large time costs for implementing the project, it is necessary to provide support to students in developing models that visualize physiological and especially biochemical processes in the human body and the difficulties in demonstrating the operation of the model on standard information output devices.

In order to successfully use 3-D modeling in a course teaching human anatomy and physiology, it is worth recommending that students design their work in several stages, for example, start with theoretical models, then move on to visual ones, and

then begin developing the model itself. In addition, it is worth recommending to assign roles in the group in advance, in particular, the role of an idea critic, the role of a 3-D artist, the role of someone responsible for the verbal part, etc.

It is worth mentioning separately as a means of additional motivation for students in distance learning – practical online Olympiads in subject areas. So, for example, the tasks for such an Olympiad in human anatomy and physiology can include tasks on identifying body systems, identifying organs, functions of body systems, tasks on structure and functions, for example, the importance of digestion for the life of the body, general characteristics of food, the main functions of the digestive system. tract, additional functions of the digestive tract, functions of the oral cavity, stomach and intestines, secretory function of the digestive tract, gases of the digestive tract, absorption in various parts of the digestive tract, excretory function of the digestive tract, mechanisms of regulation of digestion, etc.

In addition, practical Olympiads in subject areas of biology can also include project elements, for example, team visualization of information from a task, etc.

Thus, today there are many online teaching methods and tools that can be successfully used in the course of teaching the subject of human anatomy and physiology to students.

These methods and tools can improve the quality of learning and motivation of students, compensate for the negative impact of distance learning and contribute to the formation of full-fledged specialists in the scientific and pedagogical fields. Meanwhile, to confirm theoretical data, practical testing of the methods and tools highlighted in this work is needed.

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## THE MAIN PURPOSE OF AUDIO-VISUAL TOOLS IN TEACHING ENGLISH

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**Abstract:** This paper focus on how to use audio-visual tools in teaching of technical courses in English language. The main purpose of audio-visual aids is to enable the teachers to make his teaching effective and interesting. Good models are presented before the students to teach effectively. In this way it can be said that audio-visual aids direct sensory experience to the students.

**Key words:** audio-visual tools, communication skills, technical knowledge, advanced visual aids, audio-visual equipment, educational world, emotional impact

**Izoh:** Ushbu maqola ingliz tilida muhandislik kurslarini o'rgatishda audiovizual vositalardan qanday foydalanishga qaratilgan. Audiovizual vositalarning asosiy maqsadi o'qituvchiga darsni samarali va qiziqarli o'tkazishga imkon berishdir. Talabalarga samarali o'rganish uchun yaxshi modellar taqdim etiladi. Shunday qilib, audiovizual vositalar o'quvchilarning hissiy tajribasini boshqaradi, deyish mumkin.

**Kalit so'zlar:** audiovizual vositalar, muloqot ko'nikmalari, texnik bilimlar, zamonaviy ko'rgazmali qurollar, audiovizual uskunalar, ta'lim olami, hissiy ta'sir.

**Аннотация;** В этой статье основное внимание уделяется тому, как использовать аудиовизуальные инструменты при преподавании технических курсов на английском языке. Основная цель аудиовизуальных средств – дать возможность учителю сделать обучение эффективным и интересным. Студентам представлены хорошие модели для эффективного обучения. Таким образом, можно сказать, что аудиовизуальные средства направляют сенсорный опыт учащихся.

**Ключевые слова:** аудиовизуальные средства, коммуникативные навыки, технические знания, современные наглядные средства, аудиовизуальное оборудование, образовательный мир, эмоциональное воздействие.

As we all know that today's age of science and technology. The use of audio visual materials as teaching aids has increased in recent years; thanks to technological advancement. The teaching learning programs have also been affected by it. The process of teaching-learning depends upon the different type of equipment available in the classroom. Video also plays an important role in the development of creative skills of the trains or unprepared dialogic monologue.

According to studies and research, some teachers claim that whenever they teach with some learning aids, their students get more stimulated because the learning aids help students to become more attentive. Some people are good in retaining information passed to them orally, while some others are extraordinarily good in retaining information through what they read and others through pictures and some other means. But generally, findings and statistics have shown that the best means of facilitating or enhancing good teaching and learning is through the use of instructional materials which encompass audio-visual materials like radio, charts and projectors of various kinds.

In other way most of equipment's instructions are written in English. The use of devices or audio-visual materials will stimulate the greatest number of senses. For this reason, good teachers have always used devices or audio-visual materials. A device is any means, other than the subject-matter to the learner.

In addition, student's positive attitude generates more interest for the lesson they teach, and as a result students participate better in the class. Audio-visuals are useful for most students, regardless of their learning characteristics, when used together. Students will not only hear but also see and make a connection. They will remember what they have seen and recall is so important. In conclusion, we can say audio-visual learning is one of the best methods for teaching students of all ages. People learn in different ways.

In the past the teacher was considered to be the sovereign as far as the teaching – learning process was concerned. The role of the students was mostly passive. Modern trends have changed the face of educational world. Many progressive methods have come in the wake of these trends. Yet the traditional methods are not being given up all together, they are “being modified and adjusted to the changed concepts and situations”. It is new trend to use technology such as videos, televisions and language laboratories in learning how to improve student's skills. By audio-visual methods in teaching we mean the devices that can be used in teaching for their appeal to the ear and the eye. Audio-visual methods in teaching are divided in two categories; simple visual aids and advanced visual aids. Blackboard, bulletin board, charts, diagrams, graphs, cartoons, posters, maps, pictures, globes and models are simple visual aids which can help in learning how to speed learn. On the other hand televisions and film stripes are advanced visual aids used to train students in the start of their learning, because he or she can learn from the situations. Audio-visual

equipment helps the English teacher to make the lesson more demonstrative, interesting indulging and emotional.

Besides, they lesson a tense atmosphere at the lesson and give better results in learning language and remembering the information. Psychologist have proved that a person remembers 10 % – of information from what he reads, 20% – from what he hears, 30% – from what he sees and 40% – from what he does himself. A person can remember more than 50% of information when all senses work in together and when he is involved in the progress. As the popularity of English grows with each passing day and throughout the world, English teachers feel the need to change the methods of teaching their language. There are teachers who use “advanced technology in technological and scientific development”, but most teachers still study in the traditional way.

In practice teachers have come to the same conclusion when they compared the results of different ways of introducing the information. These aids are divided as video, audio and audio-visual aids-video refers as seeing, audio refers as hearing and audio-visual refers to combination of both. These aids are CD, DVD, tape recorder, e-book, graphics, pictures are used to create the requisite interest and motivate the students to learn the language. The visual learning techniques help students to understand and interpret information.

The technique also can provide a structure for writing, reporting, analysis and discussion, and to help focus their thought and ideas.

We know, nowadays English language plays an important role in our life and people need good communication skills in English to prove their knowledge. In order to share or update their technical knowledge, students should know English language. It is clear that visual aids are static; they lack sound and produce great emotional impact on students.

Audio-visual aids are effective tool to impart good education. However, this article does not state that none of these traditional manners are bad or harm to students. In principle, they proved useful today.

There are many opportunities for students to gain confidence in learning English, which learns language not only for pleasure. For them, in order to keep up with the teaching of English and gain more confidence, they need to move into the world of multimedia technologies.

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## **TEACHER ACTIVITY IN INNOVATIVE ANALYSIS OF ARTISTIC TEXTS IN PRIMARY EDUCATION**

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**Abstract:** In this article, the scientific-theoretical basis of the development of innovative activities of teachers in the analysis of artistic texts in primary classes in the modern education system is analyzed.

**Key words:** Activity, scientific research, creation of developments, experience - testing, preparation, planning, implementation, advanced pedagogical technologies, interactive methods, etc.

In the process of renewal of world pedagogy, it is necessary to improve the ability of teachers to seek new things, to independently search for new things, to create and use them, to improve the skills of conducting lessons and extracurricular activities using advanced pedagogical technologies and interactive methods.

Innovative activity is the creation of scientific research, development, experiment-testing, or the creation of a new technological process or a new product under new improved conditions using other scientific and technical achievements. The original content of innovative activity is the formation of a new technology in practice, the result of which is the activity aimed at turning the invention into a project, the project into a technology.

Innovative activity arises from the teacher's dissatisfaction with his work. It arises on the basis of the teacher's desire to successfully solve this or that pedagogical task when he encounters an obstacle. Innovative activity begins with the search for a new idea.

Pedagogical innovation requires a new approach to the educational process and its management from the teacher due to the fact that it is directed to the solution of an important and complex problem in the educational process.

There are different approaches to analyzing the structure of the teacher's innovative activity. For example, according to A. Nikolskaya, activity renewal takes place in 3 stages:

- preparation;
- planning;
- consists of implementation.

There are a number of psychological obstacles in preparing teachers for innovative activities. The first of these is that it is very difficult for the teacher to go beyond the limits of the activities he is used to, that is, there is insufficient creativity in teachers, and another reason is that new and unknown things always scare people and is to cause danger.

A.M. Khan distinguishes two types of psychological barriers encountered by teachers in the formation of innovative activities: cognitive psychological barriers and barriers that appear regularly. Cognitive psychological barriers are lack of knowledge about innovation, dislike of innovation and passive actions, while regular psychological barriers are manifested in the form of lack of trust in innovation, lack of trust in management, lack of support for initiatives and usually fighting against innovators. .

As the demands of the times change rapidly, the field of education changes with it and requires the teacher to change his activities. Today, the main task of a teacher is not only to teach, but also to manage, and he is required to organize and manage the educational process based on innovations.

Innovative activity is the main activity that determines the success of a teacher, and it means the qualitative reconstruction of his personal, professional, pedagogical and methodical skills.

It is appropriate to analyze the teacher's readiness for innovative activities in 3 stages:

1. Analysis of the activity of the innovation before its use in pedagogical activities;
2. Analysis of the period of active formation of innovative activity;
3. Analysis of the activity in the period after the introduction of innovation to the pedagogical process.

It is known that the characteristics and qualities of a person are formed in the process of pedagogical activity and are the result of his activity. For this reason, it is necessary to inculcate in teachers the psychology of always feeling the need for innovation and constant independent study. Because novelty gives a person more pleasure than grandeur.

Nowadays, updating the teacher's pedagogical activities and introducing innovations into the educational process are considered to be one of the main tasks that cannot be delayed. Especially in this field, it is determined by the level of professional training of teachers, knowledge, skills, qualifications, creative potential, and professional skills that are reflected in their non-standard thinking.

Organization of the teacher's innovative activity, the stages of its formation can be defined as follows:

Stage 1 - prepared methodical recommendations are clearly copied and applied.

2nd stage - some new devices (modifications) and methods are introduced into the existing system.

3rd stage - the content, methods and form of implementation of the new idea are fully developed.

4 - stage - the teacher develops his own concept and methodology of teaching and upbringing.

The main driving force in preparing a teacher for innovative activities is the psychological environment in the pedagogical team, the extent to which the team members are aware of the news in the world education market. Many scientists emphasize that the creative environment in the pedagogical team has a special role in the formation of the innovative activity of the teacher. Based on innovative characteristics of teachers and their positive attitude to innovations in the educational process, K. Rogers and K. Angelovsky suggest dividing the members of the pedagogical team into 5 groups.

1. Innovators
2. Previous executors
3. The previous majority
4. The next majority
5. Hesitating

Improving the quality of education leads to the improvement of life and prosperity in all aspects of society. Since the introduction of innovation is an effective means of improving the quality of education, developed countries try to continuously introduce innovation into the educational process.

The experience of many developed countries shows that active participation of all links in the educational system is demonstrated in innovative processes. Therefore, in our country, scientific and research work is being carried out on the problems of developing pedagogical innovations. Among them, pedagogic scientists N. Azizkhojaeva, B. Farbermon, N. Saydiahmedov, M. Ochilov, M. Jumaniyozova and others can be cited.

But the experience of many countries shows that if the innovation process moves from top to bottom, and the teacher becomes a subordinate executor, that is, only a consumer of innovation, then this process takes on a bureaucratic tone.

In conclusion, it can be said that the quality and efficiency can be guaranteed only if the teacher is ready for innovative activities, brings the latest innovations to the lesson, organizes it in an interesting way for the student and in accordance with his needs.

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## The importance of teacher-student relationships on language outcomes

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**Abstract:** Teacher-student relationships play a crucial role in language learning as they can greatly influence students' motivation, engagement, and overall success in acquiring a new language. Positive relationships between teachers and students create a supportive and encouraging learning environment that fosters communication, collaboration, and trust.

**Key words:** communication, balance, emotional support, trust, instructions, mutual respect.

Teacher-student relationships are a crucial component of the learning process, particularly in the context of language acquisition. Positive relationships between teachers and students can significantly influence motivation, engagement, and overall success in learning a new language. This article aims to explore the importance of teacher-student relationships in language learning and provide insights into how these relationships can enhance language acquisition. Students' brains are hard at work every moment of the day, learning skills and connecting new information with old. Those same brains are also constantly processing information when it comes to their relationship with their teachers. Positive student relationships are fundamental to success. When students feel supported, they're more likely to engage in learning and have better academic outcomes. Plus, when students have positive interactions with teachers, they have fewer behavioral problems. These relationships are more important — and more challenging — than ever in uncertain times. Positive student relationships are fundamental to success. When students feel supported, they're more likely to engage in learning and have better academic outcomes. Plus, when students have positive interactions with teachers, they have fewer behavioral problems. The student naturally needs to feel comfortable, responded to and loved in their environment. The role of the teacher is to influence the relationship and learn how to positively interact with the child in their care while also responding to the needs of the child. Building strong professional relationships with other educators and yourself is important because it helps us feel more psychologically safe with one another and builds a collegial trust and assurance that we can rely on one another. Everyone needs to feel safe when discussing highly charged topics around equity. When students trust their teachers, they are more likely to follow your instructions and any advice you have for them. Forging a friendly relationship with your students is the fastest way to win over their trust. Moreover,

it also helps your students be comfortable in your presence and be at ease in the classroom. Yet there are a lot of students and teachers who struggle to get on with each other friendly. Here are potential triggers of problem:

**Lack of Communication:**

One common problem in teacher-student relationships is a lack of effective communication. When teachers and students struggle to communicate clearly, misunderstandings can arise, leading to frustration and hindering language learning progress [1]. This lack of communication can be exacerbated by language barriers, cultural differences, or personal biases.

**Power Imbalance:**

Another challenge in teacher-student relationships is the presence of a power imbalance. Teachers may unintentionally exert authority over students, leading to a hierarchical relationship that inhibits open communication and mutual respect [2]. This imbalance can create barriers to collaboration and hinder students' willingness to engage in language activities.

**Limited Understanding of Student Needs:**

Teachers who do not have a comprehensive understanding of their students' individual needs and learning styles may struggle to provide effective support in language learning. Without personalized instruction tailored to students' preferences and abilities, language acquisition can become challenging and demotivating (Roorda et al., 2011).

**Lack of Emotional Support:**

Emotional support is a crucial aspect of teacher-student relationships that can impact language learning outcomes. When teachers fail to provide emotional support, students may feel isolated, anxious, or discouraged, leading to decreased motivation and engagement in the language learning process (Pianta et al., 2012). Without a supportive environment, students may struggle to overcome obstacles and reach their full potential.

These are potential implementations to foster relationships between teacher and students:

**Motivation and Engagement:**

Research has shown that positive teacher-student relationships can enhance students' motivation and engagement in the language learning process (Pianta et al., 2012). When students feel connected to their teachers and believe that their teachers care about their progress, they are more likely to be motivated to learn and actively participate in language activities [1].

**Communication and Trust:**

Effective communication and trust between teachers and students are essential for successful language learning. A supportive relationship built on trust allows students to feel comfortable expressing themselves in the target language without fear of

judgment or criticism (Roorda et al., 2011). This open communication fosters a positive learning environment where students can engage with the language more confidently [2].

**Personalized Instruction:**

Teachers who have strong relationships with their students are better able to understand their individual needs, learning styles, and preferences. This personalized approach to instruction allows teachers to tailor their teaching methods to meet the diverse needs of their students, leading to improved language proficiency and academic outcomes.[3].

**Emotional Support:**

In addition to academic support, teacher-student relationships also provide emotional support to students during the language learning process. A caring and supportive teacher can help students navigate challenges, build resilience, and develop a positive attitude towards language learning (Roorda et al., 2011). This emotional support contributes to a nurturing learning environment that promotes student well-being and academic success [4].

**Fostering Mutual Respect:**

To establish better relationships, teachers should strive to create a collaborative relationship based on mutual respect and trust. By involving students in decision-making processes, acknowledging their perspectives, and valuing their contributions, teachers can empower students and promote a more balanced relationship [5].

Teacher-student relationships are a critical factor in language learning, influencing motivation, engagement, and overall success. However, these relationships can sometimes encounter challenges that hinder effective language acquisition. This article aims to explore common problems with teacher-student relationships in language learning and provide solutions to address these issues.

In conclusion, addressing common problems in teacher-student relationships in language learning is essential for promoting effective communication, mutual respect, personalized instruction, and emotional support. Teacher-student relationships play a vital role in language learning by influencing motivation, engagement, communication, trust, personalized instruction, and emotional support. By fostering positive relationships with their students, teachers can create a supportive and enriching learning environment that enhances language acquisition and overall student success.

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## Feinberg's poetic treasure

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**Abstract :** In Feinberg's poems, it is clear to see the true reflection of the Uzbek spirit. His poems shed light on the everyday life of people from the middle class, especially emphasizing how difficult it was for them to survive mentally and physically during the war.

**Key words:** choices, portrayal, belief, hardships, metaphor, nature.

As we delve deep into poems of Feinberg, we start discovering his true character. It is obvious that he had unlimited love for Uzbek people as he expressed all his thoughts in his scripts.

Signs of childhood. With the breeze of a coat

For breakfast – cake, and for dinner – a cold.

There I dreamed of finding a bloated wallet,

But one that no one lost.

Absurd, by God. But then

I did not become either Gobsek or Judas.

And where was he guilty even for a minute,

Stood confessing, as if before a cross.

I searched for the soul even in fallen rubbish.

Lost friends. I was on the verge of death.

But the key didn't fit into other people's doors.

So now I stand on the ashes.

Blessed are those who have not lost themselves.

Nobody ever looks for them, anywhere.

Long poetic analyze of the poem.

This poem explores themes of childhood innocence, lost dreams, guilt, and self-discovery. The writer reflects on their past, recalling moments of childhood where simple pleasures like cake for breakfast and a cold for dinner were enough to bring joy. The mention of dreaming about finding a bloated wallet that no one lost symbolizes a desire for material wealth and security, yet the writer acknowledges the absurdity of such fantasies. The reference to Gobsek and Judas, two figures known for their greed and betrayal, writer suggests a contemplation of moral choices and the own sense of guilt or lack thereof. Despite facing challenges and searching

for meaning in what may seem like worthless endeavors, the poet stands firm in their beliefs, likening it to confessing before a cross.

The search for the soul in fallen rubbish and the mention of lost friends and near-death experiences hint at a journey of self-discovery and introspection. The inability to fit the key into other people's doors symbolizes a sense of alienation or disconnection from others, leading the speaker to stand on the ashes of their past. The final lines, "Blessed are those who have not lost themselves. / Nobody ever looks for them, anywhere," convey a sense of solitude and acceptance of one's true self. Feinberg finds solace in the idea that those who remain true to themselves are not sought after by others, suggesting a certain freedom and independence in embracing one's identity. This poem delves into the complexities of personal growth, morality, and the search for meaning in a world filled with challenges and uncertainties. It invites readers to reflect on their own journeys of self-discovery and the importance of staying true to oneself amidst life's trials and tribulations.

Never be sad about me.

I live without cursing anyone.

Quietly Vera stands behind me

Waiting for a better day.

In these distances there is either rain or winds

And the melancholy of lonely fields.

Only in the heart through the bare branches

The eyes of my hopeful look.

That's what I believe. That's what I hope.

And, entering under my roofs,

Again shares my fate with me

Angel of long and bitter Love.

Not enmity that has been blind for centuries,

There is no resentment in my soul,

But still the same blue star

Above the road until a better day.

This poem seems to convey a sense of hope and resilience in the face of challenges and loneliness. The poet expresses a belief in a better future and the presence of a guiding force, represented by Vera and the Angel of Love. Despite the difficulties and sadness that may be present, the speaker remains optimistic and looks towards a brighter day. The imagery of rain, winds, and lonely fields suggests a sense of isolation and hardship, but the writer finds solace in the belief that hope and love will prevail. The mention of a blue star symbolizes guidance and hope, shining above the road towards a better future. Overall, the poem conveys a message of perseverance, faith, and the power of love to overcome adversity.

Glory, glory, your roar is deceiving.

Behind immortality, the crush is meaningless.

Cast iron will be sawn into blanks,

Bronze will also be melted down.

What will remain for sure?

Apparently, what was loved –

Female image, glass of cognac

And a ring of tobacco smoke.

This poem explores themes of impermanence, mortality, and the fleeting nature of material possessions. The writer reflects on the deceptive nature of glory and immortality, suggesting that despite their allure, they ultimately hold little value in the face of inevitable decay and destruction.

The imagery of cast iron being sawn into blanks and bronze being melted down symbolizes the process of transformation and loss, highlighting the transitory nature of physical objects and achievements. Feinberg questions what will truly endure in the end, hinting at the idea that only love and cherished memories will remain.

The mention of the female image, glass of cognac, and ring of tobacco smoke evoke a sense of nostalgia and intimacy, emphasizing the importance of personal connections and moments of joy in a world filled with impermanence. The poem conveys a sense of contemplation on the nature of existence and the significance of love and cherished memories in the face of mortality and loss. It serves as a reminder to focus on what truly matters and find meaning in the fleeting beauty of life.

And the window is open in the morning.

Someone's song there, behind the lilacs,

Someone's light scarf in the wind.

At night, hail walked across the roofs.

I'm twelve. No troubles, no losses.

Somewhere a turtledove is calling to a turtledove.

Somewhere mom and dad are talking.

Somewhere, somewhere there's a money changer's cart

Clouds are flying across the courtyard.

In an old house there is the coolness of a basement.

In the old house there is a draft in the attic.

Here is the laundry hanging on the line.

The steam is above the washboard.

Shulzhenko there – about old letters,

There are cliffs about the seashore.

The parchment serpent trembles in the sky.

The winery smells like grain.

Things are old. Old things, -

The junk dealer is singing under the balcony.



Analyze the poem.

This poem captures a sense of nostalgia and longing for a simpler time, evoking images of a peaceful and carefree childhood. The poet reflects on a moment from their past when they were twelve years old, highlighting the innocence and lack of worries or losses during that time.

The imagery of the open window, someone's song behind the lilacs, and a light scarf blowing in the wind creates a serene and idyllic atmosphere, suggesting a sense of beauty and tranquility in the world. However, the mention of hail walking across the roofs at night introduces a hint of unpredictability and change, contrasting with the peaceful daytime scenes.

The references to a turtledove calling to another turtledove, parents talking somewhere, and clouds flying across the courtyard convey a sense of connection and familiarity, emphasizing the importance of relationships and family in the speaker's memories.

The description of an old house with the coolness of a basement and a draft in the attic adds to the nostalgic tone, suggesting a sense of comfort and familiarity in the writer's surroundings. The mention of laundry hanging on the line and steam above the washboard paints a vivid picture of domestic life and simple pleasures.

The references to Shulzhenko singing about old letters, cliffs by the seashore, and a parchment serpent trembling in the sky introduce elements of mystery and imagination, adding depth to the speaker's reflections on the past. The poem conveys a sense of longing for the innocence and simplicity of childhood, while also acknowledging the passage of time and the inevitable changes that come with it. It celebrates moments of beauty, connection, and memory, inviting readers to reflect on their own experiences of nostalgia and longing for the past.

There are bicycle tracks behind our stadium.

And in November, especially at night,

They float misty like rivers,

Which has no end and no beginning.

They flow into cold spaces,

In the autumn blurry distances.

Above them, like yellow medals,

Traffic lights blinking alone...

Do you remember dusk? It was starting to get slushy.

Not yet knowing what racing is

Here the girl learned to cry alone,

Dreaming of becoming a famous champion.

The slabs led us along the lunar squares.

And in a dark dead end near the fence

She once, while straightening her sweater,  
She told me in an adult way: “Don’t...  
And here it is again, swirling and strange,  
She comes like a little dawn.  
She comes from a long fog,  
Pushing a bicycle in front.  
And after her, wide as rivers,  
On cold rainy nights  
The cycle tracks are moving further and further away,  
Which has no end and no beginning...

This poem captures a sense of nostalgia and longing for the past, specifically focusing on memories associated with a girl and bicycle tracks behind a stadium. The imagery of misty bicycle tracks floating like rivers in November creates a dreamlike and mysterious atmosphere, suggesting a sense of endlessness and continuity. The mention of traffic lights blinking like yellow medals adds a touch of urban imagery, contrasting with the natural flow of the misty tracks. The reference to dusk getting slushy and the girl learning to cry alone while dreaming of becoming a champion conveys a sense of innocence, vulnerability, and ambition.

The description of the slabs leading along lunar squares and the girl straightening her sweater in a dark dead end near the fence evoke a sense of urban landscapes and hidden emotions. The girl’s adult-like warning to the writer not to do something adds a layer of complexity to their relationship, hinting at maturity beyond their years. The recurring image of the girl coming like a little dawn, pushing a bicycle in front of her, symbolizes hope, renewal, and movement forward. The comparison of the cycle tracks to rivers moving further away on cold rainy nights reinforces the theme of continuity and change, suggesting the passage of time and the inevitability of moving on. The poem conveys a mix of nostalgia, longing, and introspection, exploring themes of memory, childhood innocence, and the bittersweet nature of growing up. The imagery and symbolism used throughout the poem create a rich and evocative portrait of the past and its impact on the present.

### **Conclusion**

Feinberg’s poems and scripts convey broader message to the audience, stating the importance of emotions, and how they have effect on us while enjoying the our normal peace of life. Through his poems, any reader could derive pleasure by reading his books. Uzbek people always cherish Feinberg in their hearts, and remember his contributions to the development of Uzbek literature.

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## AUDITORLIK XULOSA VA TAKLIFLARINING XALQARO STANDARTLARI MONAND BERILISHI

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**Annotatsiya:** Maqolada auditorlik xizmatlariga bo'lgan ehtiyoj korxonani boshqarishda bevosita ishtirok etuvchi, uning faoliyatiga mablag' kirituvchi shaxslarning, shuningdek, iqtisodiy sub'ektning buxgalteriya hisobi haqidagi auditorlik xulosasi auditorlik tashkilotining bu hisobotning ishonchliligi to'g'risidagi fikrini ifodalashi va bu borada auditor xulosa va taklif berishi xalqaro standartlar asosida bo'lishi xususida so'z yuritiladi.

**Kalit so'zlar:** Auditorlik xulosasi, ijobiy auditorlik xulosasi, shartli ijobiy auditorlik xulosasi, salbiy auditorlik xulosasi, auditorlik hisoboti, auditorlik hisoboti, auditorlik xulosasi uchun javobgarlik.

Auditorlik xulosasi - moliyaviy hisobotning haqqoniyligi (to'g'riligi) va buxgalteriya hisobini yuritish tartibining qonun hujjatlari bilan belgilangan talablarga muvofiqligi to'g'risida auditorlik tashkilotining fikri yozma shaklda ifodalangan va xo'jalik yurituvchi sub'ektning moliyaviy hisobotidan foydalanuvchilar uchun ochiq bo'lgan hujjat.

Auditorlik xulosasi quyidagi elementlarni o'z ichiga oladi:

- a) nom («Auditorlik xulosasi» yoki «Auditorlik tashkilotining xulosasi»); ikkala nom teng huquqli);
- b) adresatning nomi;
- v) kirish qismi;
- g) qayd etish qismi;
- d) yakuniy qism;
- e) auditorlik xulosasini berish sanasi;
- j) auditorlik tashkiloti manzili;
- z) auditorlar va auditorlik tashkiloti rahbarining imzosi.

Auditorlik xulosasi auditorlik tashkilotining muhri bilan tasdiqlanishi kerak.

Auditorlik tashkiloti auditorlik xulosasi shaklining bir xilligiga rioya qilishi kerak.

Auditorlik xulosasi auditorlik tekshiruvining buyurtmachisiga yo'llanib, buyurtmachining barcha zaruriy rekvizitlari ko'rsatilishi kerak.

Auditorlik xulosasining kirish qismi auditorlik tashkilotining quyidagi rekvizitlarini o'z ichiga olishi kerak:

– auditorlik tashkilotining yuridik manzili va telefonlari;

- auditorlik faoliyatini amalga oshirish huquqiga litsenziya raqami, berilgan sana va litsenziya bergan organning nomi;
- auditorlik tashkiloti davlat ro'yxatiga olingani to'g'risidagi guvohnoma raqami;
- auditorlik tashkiloti hisob-kitob varag'ining raqami;
- auditorlik tekshiruvda ishtirok etgan auditor (auditorlar) ning, shuningdek, auditorlik tashkiloti rahbarining familiyasi, ismi va otasining ismi.

Kirish qismida sana va hisobot davri ko'rsatilgan holda tekshirilgan moliyaviy hisobotlar ro'yxati keltirilishi kerak.

Kirish qismida quyidagilar ko'rsatilishi kerak:

- xo'jalik yurituvchi sub'ekt auditorlik tekshiruvdan o'tkaziladigan moliyaviy hisobotni tayyorlash va uning haqqoniy bo'lishi uchun javobgar;
- auditorlik tashkiloti auditorlik xulosasining xo'jalik yurituvchi sub'ektning moliyaviy-xo'jalik faoliyati natijalariga muvofiq bo'lishi uchun javobgar.

Auditorlik xulosasining qayd etuvchi qismida auditorlik tekshiruv moliyaviy hisobot va boshqa moliyaviy axborot qonun hujjatlariga, shuningdek moliyaviy-xo'jalik faoliyatining haqiqiy holatiga muvofiqligi va haqqoniyligini baholashga asoslanishi ko'rsatilishi kerak.

Qayd etuvchi qismda auditorlik tekshiruv fikrni ifodalash uchun etarlicha asoslar berishi xususida auditorlik tashkilotining tasdig'i berilishi kerak.

Auditorlik xulosasining yakuniy qismida auditorlik tashkilotining tekshirilgan moliyaviy-hisobot xo'jalik yurituvchi sub'ekt moliyaviy-xo'jalik faoliyatining haqiqiy holati to'g'risida haqqoniy tasavvur berish-bermasligi va moliyaviy hisobot qonun hujjatlariga muvofiqligi yoki muvofiq emasligi xususidagi fikri ravshan bayon etilishi kerak.

Auditor auditorlik xulosasini auditorlik tekshiruv yakunlangan kun bilan belgilashi kerak.

Auditor auditorlik xulosasini xo'jalik yurituvchi sub'ekt moliyaviy hisobotga imzo chekkan yoki uni tasdiqlagan sanadan oldin keluvchi kun bilan belgilashi kerak emas.

Auditorlik xulosasining har bir beti auditor tomonidan imzolanishi kerak va u auditorlik tashkilotining muhri bilan tasdiqlanishi kerak. Qiziquvchi tomonega auditorlik xulosasining yakuniy qismini ko'rsatish kerak.

Xalqaro standartlarga binoan auditorlik xulosalarining quyidagi turlari mavjud:

- a) ijobiy auditorlik xulosasi;
- b) shartli ijobiy auditorlik xulosasi;
- v) salbiy auditorlik xulosasi;
- g) xulosa berishdan bosh tortish.

Ijobiy auditorlik xulosasi. Auditorlik tashkiloti xo'jalik yurituvchi sub'ektning moliyaviy hisoboti uning moliyaviy ahvolini haqqoniy yoritadi va xo'jalik yurituvchi sub'ekt amalga oshirgan moliyaviy va xo'jalik operatsiyalari mamlakat

qonunchiligi talablariga muvofiq degan fikrga kelganda ijobiy auditorlik xulosasi tuzilishi kerak.

Shartli ijobiy auditorlik xulosasi. Xo'jalik yurituvchi sub'ektning moliyaviy hisobotida ayrim xatolar mavjud bo'lganida, ammo mazkur xatolar unchalik muhim bo'lmaganida tuzilishi kerak.

Salbiy auditorlik xulosasi. Auditorlik tashkiloti xo'jalik yurituvchi sub'ektning moliyaviy hisobotida, agar xo'jalik yurituvchi sub'ekt tomonidan bartaraf etilmasa, moliyaviy hisobotdan foydalanuvchilarni chalg'itishi mumkin bo'lgan buzilishlar mavjud degan fikrga kelsa, salbiy auditorlik xulosasi tuzilishi kerak.

Xo'jalik yurituvchi sub'ekt amalga oshirgan moliyaviy va xo'jalik operatsiyalari moliyaviy hisobotda haqqoniy aks ettirilgan, lekin qonunchilik talablariga muvofiq kelmaydigan hollarda ham salbiy auditorlik xulosasi tuziladi.

Odatda xo'jalik yurituvchi sub'ekt rahbariyatining auditorlik tashkilotining aniqlangan buzilishlarni bartaraf etish maqsadida moliyaviy hisobotga tuzatishlar kiritish to'g'risidagi fikrga qo'shilmasligi salbiy auditorlik xulosasini tuzishga sabab bo'ladi.

Xo'jalik yurituvchi sub'ekt auditorlik tekshiruvi davomida aniqlangan buzilishlarni bartaraf etgan holda salbiy auditorlik xulosasi tuzilmaydi.

Auditorlik xulosasini tuzishdan bosh tortish. Auditorlik tekshiruvi hajmining cheklanganligi tufayli auditorlik tashkiloti moliyaviy hisobot to'g'risidagi fikrni ifodalash uchun etarlicha auditorlik dalillarini olishi mumkin bo'lmasa, auditorlik tashkiloti auditorlik xulosasini tuzishdan bosh tortishi mumkin.

Auditorlik tekshiruvi hajmini cheklash - xo'jalik yurituvchi sub'ekt vakillari yoki uchinchi shaxslarning boshlab yuborilgan auditorlik tekshiruvini auditorlik xulosasini tayyorlash uchun zarur deb hisoblagan hajmda o'tkazishga to'sqinlik qilishga yo'naltirilgan ochiqdan-ochiq harakatlari yoki harakatsizliklaridir.

Auditorlik xulosasini tuzishdan bosh tortish ariza shaklida bo'lishi va "Auditorlik tashkilotining auditorlik xulosasini tuzishdan bosh tortishi to'g'risidagi ariza" deb nomlanishi kerak.

Auditorlik xulosasi kamida uch nusxada tuziladi, shundan ikki nusxa auditorlik tekshiruvi buyurtmachisiga taqdim etiladi.

Auditorlik xulosasi moliyaviy hisobotdan foydalanuvchilarga tushunarli bo'lishi, auditorning ishonchi komil emasligi va (yoki) rozi emasligi yuzaga keltirgan cheklashlarga doir ko'rsatmalarni o'z ichiga olishi kerak.

Auditorlik xulosasi ochiq axborot hisoblanadi, undan moliyaviy hisobotdan foydalanuvchilarning hammasi foydalana olsin.

Auditorlik xulosasi tegishli moliyaviy hisobotlar bilan birgalikda xo'jalik yurituvchi sub'ekt tomonidan e'lon qilinishi mumkin.

Auditorlik tekshiruvini o'tkazmasdan tuzilgan yoki auditorlik tekshiruvi natijalari bo'yicha tuzilgan, lekin auditorlik tekshiruvi davomida auditor (auditorlar) olgan

xo'jalik yurituvchi sub'ektning hujjatlari mazmuniga muvofiq kelmaydigan auditorlik hisoboti va auditorlik xulosasi qasddan yolg'on hisobot va xulosa deb hisoblanadi.

Qasddan yolg'on auditorlik hisoboti va auditorlik xulosasini tuzish qonun hujjatlarida belgilangan javobgarlikni keltirib chiqaradi.

Xo'jalik yurituvchi sub'ekt bilan auditorlik tashkiloti o'rtasida yuzaga kelgan nizolar qonun hujjatlarida belgilangan tartibda hal etiladi.

Noto'g'ri auditorlik xulosasini tuzganlikda aybdor bo'lgan auditorlik tashkiloti va shaxslarning javobgarlikka tortilganligi xo'jalik yurituvchi sub'ektni soliqlar va boshqa majburiy to'lovlarni to'lashning belgilangan tartibini buzganlik uchun qonun hujjatlarida nazarda tutilgan jarimalardan ozod etmaydi.

Ushbu 700-«Moliyaviy hisobot bo'yicha auditorlik hisoboti» nomli XASning maqsadi mustaqil auditor tomonidan bajarilgan sub'ekt moliyaviy hisobotining auditi natijasi kabi chop etiladigan auditorlik hisobotining shakli va mazmuni yuzasidan standartlarni belgilash va qo'llanma taqdim etishdan iborat.

**Auditorlik hisoboti** — auditorlik tekshiruvining borishi, buxgalteriya hisobini yuritishning belgilangan tartibidan aniqlangan chetga chiqishlar, moliyaviy hisobotdagi qoida buzarliklar to'g'risidagi mufassal ma'lumotlardan, shuningdek auditorlik tekshiruvini o'tkazish natijasida olingan boshqa axborotlardan iborat bo'lgan xo'jalik yurituvchi subyekt rahbariga, mulkdoriga, qatnashchilari (aksiyadorlari)ning umumiy yig'ilishiga yo'llangan hujjat.

Auditor moliyaviy hisobot bo'yicha fikr bildirish uchun asos bo'luvchi olingan auditorlik dalillar bo'yicha chiqarilgan xulosalarni sharhlashi va baho berishi va auditorlik hisoboti umuman moliyaviy hisobot bo'yicha aniq yozma fikr bildirishdan iborat bo'lishi lozim.

Auditorlik hisobot odatda quyidagi tartibda joylashgan asosiy elementlardan iborat bo'ladi:

- (a) sarlavha;
- (b) oluvchi;
- (v) kirish bandi:
  - audit qilingan moliyaviy hisobotni solishtirish;
  - sub'ekt rahbariyati mas'uliyati va auditor mas'uliyati to'g'risida ariza.
- (g) band - audit qo'lami (audit tavsifini bayon qilish);
  - XAS yoki tegishli milliy standartlar yoki amaliyotga izohlanish;
  - auditor tomonidan bajarilgan ishni bayon qilish.
- (d) band-fikr, moliyaviy hisobot bo'yicha fikr bildirishdan iborat;
- (e) hisobot sanasi;
- (j) auditor manzili;
- (z) auditor imzosi.

Auditorlik hisobotining shakli va mazmuni bir xillik bo'lishiga rioya qilish lozim, chunki bu ushbu hisobot o'quvchilar (foydalanuvchilar)ning tushunishiga va g'ayriodatiy vaziyatlar vujudga kelganda ularni solishtirishga yordam beradi.

Auditorlik hisobot tegishli sarlavhaga ega bo'lishi lozim. Sarlavhada auditorlik hisobotini boshqa shaxslar, masalan, sub'ektning mansabdor shaxslari yoki direktorlar kengashi tomonidan chop etilgan yoki mustaqil auditorlardan farqli huddi shu ahloq talablariga rioya qilmasligi mumkin bo'lgan boshqa auditorlarning hisobotlardan ajratish uchun "Mustaqil auditor" atamasini qo'llash o'rinli bo'lishi mumkin.

Auditorlik hisoboti kelishuv shartlari va mahalliy me'yoriy hujjatlar talablariga ko'ra tegishli ravishda oluvchiga yo'llanishi lozim. Hisobot, odatda, moliyaviy hisoboti audit qilingan sub'ektning aksiyadorlariga yoki direktorlar kengashiga yo'llanadi.

Auditorlik hisobot audit o'tkazilgan, jumladan, moliyaviy hisobotda aks etilgan sana va davr bilan birgalikda sub'ektning moliyaviy hisobotini ko'rsatishi lozim.

Hisobotda moliyaviy hisobot uchun mas'uliyat sub'ekt rahbariyati zimmasida ekanligi hamda audit o'tkazilishi asosida moliyaviy hisobot bo'yicha fikr bildirilganligi uchun mas'uliyat auditor zimmasida ekanligi to'g'risida ariza bayon etilishi lozim

Moliyaviy hisobot sub'ekt rahbariyatining taqdimoti hisoblanadi. Bunday hisobotni tayyorlash sub'ekt rahbariyatidan ahamiyatli buxgalteriya baholari va mulohazalar chiqarilishini hamda moliyaviy hisobotni tayyorlashda qo'llaniladigan buxgalteriya hisobining tegishli tamoyillari va usullarini aniqlashni talab qiladi. Bundan farqli holda, auditorning mas'uliyati moliyaviy hisobot bo'yicha o'z fikrini bildirish maqsadida ushbu moliyaviy hisobotning auditini o'tkazishdan iborat bo'ladi.

Auditorlik hisobotiga audit moliyaviy hisobotda muhim noto'g'riliklar mavjud emasligiga oqilona ishonch olish maqsadida rejalashtirilgan va o'tkazilgan degan jumla kiritilishi lozim.

Auditorlik hisoboti auditni, jumladan, quyidagilarni yoritishi lozim:

- (a) moliyaviy hisobotdagi summalar va yoritishlarni tasdiqlovchi dalillarni test sinovidan o'tkazish asosida tekshirish;
- (b) moliyaviy hisobotni tayyorlashda foydalanilgan buxgalteriya hisobi tamoyillarini baholash;
- (v) moliyaviy hisobotni tayyorlashda sub'ekt rahbariyati tomonidan berilgan ahamiyatli baholarni baholash;
- (g) moliyaviy hisobot umumiy taqdim etilishiga baho berish.

Hisobotga audit fikr bildirish uchun oqilona asos beradi degan auditorning bayonnomasi kiritilishi lozim.

Auditor hisobotga audit yakunlangan paytdagi sanani qo'yishi lozim. Bu o'quvchi (foydalanuvchi)ga auditor unga ma'lum bo'lgan va ushbu sanagacha qadar sodir



etilgan va moliyaviy hisobotga hamda auditorlik hisobotga ta'sir ko'rsatadigan hodisalar va operatsiyalarni ko'rib chiqqanligi haqida xabar beradi.

Auditorning mas'uliyati sub'ekt rahbariyati tomonidan tayyorlangan va taqdim etilgan moliyaviy hisobot bo'yicha auditorlik hisobotini tayyorlash hisoblanganligi munosabati bilan, u hisobotga sub'ekt rahbariyati moliyaviy hisobotga imzo chekkan yoki tasdiqlagan sanadan oldin bo'lgan sana qo'yishga haqli emas.

Auditorlik hisobotida albatta joylashgan joyi ko'rsatilishi lozim, odatda bu audit o'tkazilishi uchun mas'ul bo'lgan auditorning ofisi joylashgan shahar ko'rsatiladi.

Auditorlik hisoboti auditorlik firma nomidan, auditor nomidan yoki kerak bo'lganda, auditor nomi bilan bir qatorda, firma nomidan ham imzolanishi lozim.

Auditorlik hisoboti, odatda, firma nomidan imzolanadi, chunki audit uchun mas'uliyatni firma o'z zimmasiga oladi.

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## DIALECTS OF UZBEK LANGUAGE

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### ABSTRACT

*The scientific study of the Uzbek dialects and their classification, or generally the creation and development of Uzbek dialectology as a field of study, is associated with the names of Russian Turkologists Polivanov, Yudakin, Barovkov, as well as Uzbek linguists G'ozi Olim Yunusov, Shoabdurahmonov, Abdullayev, Ibragimov, and others. They have made significant contributions to the scientific examination of this field. Therefore, currently, we do not have a specific classification for Uzbek dialects based on their phonetic, morphological, and lexical characteristics.*

**KEY WORDS:** dialect, pronunciation, classification of dialects, singharmonism, vowel harmony

Dialect (from Latin dialectus, dialectos, from the Ancient Greek word διάλεκτος, diálektos 'discourse', from διά, diá 'through' and λέγω, légō 'I speak') refers to two distinctly different types of linguistic relationships.

The more common usage of the term refers to a variety of a language that is a characteristic of a particular group of the language's speakers<sup>1</sup>. The dialects or varieties of a particular language are closely related and, despite their differences, are most often largely mutually intelligible, especially if geographically close to one another in a dialect continuum. The term is applied most often to regional speech patterns, but a dialect may also be defined by other factors, such as social class or ethnicity<sup>2</sup>.

A dialect that is associated with a particular social class can be termed a sociolect, a dialect that is associated with a particular ethnic group can be termed an ethnolect, and a geographical/regional dialect may be termed a regiolect<sup>3</sup> (alternative terms

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<sup>1</sup> <https://web.archive.org/web/20161002130314/https://en.oxforddictionaries.com/definition/dialect>

<sup>2</sup> <https://www.merriam-webster.com/dictionary/dialect>

<sup>3</sup> Wolfram, Walt and Schilling, Natalie. 2016. American English: Dialects and Variation. West Sussex: John Wiley & Sons, p. 184.

include 'regionalect'<sup>4</sup>, 'geolect'<sup>5</sup>, and 'topolect'<sup>6</sup>). Any variety of a given language can be classified as a "dialect", including any standardized varieties.

The characteristics that set dialects apart from each other can be identified in their vocabulary, grammar, and pronunciation, including prosody. When the noticeable distinctions primarily lie in pronunciation, the term "accent" may be used instead of "dialect". John Lyons writes that "Many linguists [...] subsume differences of accent under differences of dialect."<sup>7</sup> In general, accent refers to variations in pronunciation, while dialect also encompasses specific variations in grammar and vocabulary<sup>8</sup>.

Lexical differences play a significant role in distinguishing dialects. When the differences in vocabulary are concentrated and distinct enough, they may be classified as creoles. Creoles often arise from the blending of different languages and can develop into distinct dialects over time<sup>9</sup>.

In certain cases, specialized vocabularies used within specific professions or organizations can create jargons. These jargons are characterized by unique terminologies and expressions that are not commonly used in everyday speech<sup>10</sup>.

Furthermore, there are vocabulary differences deliberately cultivated to exclude outsiders or to serve as markers of a specific group. These differences are known as cryptolects or cant, which include slangs and argots. Cryptolects and cant are often used by certain social or cultural groups as a way to establish identity and maintain exclusivity<sup>11</sup>.

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<sup>4</sup> Daniel. W. Bruhn, Walls of the Tongue: A Sociolinguistic Analysis of Ursula K. Le Guin's *The Dispossessed*, p. 8, archived from the original on 2010-06-12

<sup>5</sup> Christopher D. Land (21 February 2013), "Varieties of the Greek language", in Stanley E. Porter, Andrew Pitts (ed.), *The Language of the New Testament: Context, History, and Development*, BRILL, p. 250, ISBN 978-9004234772

<sup>6</sup> "topolect". *The American Heritage Dictionary of the English Language* (4th ed.). Boston: Houghton Mifflin Harcourt. 2010.

<sup>7</sup> Lyons, John (1981). *Language and Linguistics*. Cambridge University Press. p. 25. ISBN 9780521297752. language standard dialect.

<sup>8</sup> The same author

<sup>9</sup> Siegel, Jeff (2008). *The Emergence of Pidgin and Creole Languages*. New York: Oxford Linguistics. pp. 68–69. ISBN 978-0-19-921666-6.

<sup>10</sup> Polskaya, Svetlana (2011). "Differentiating between various categories of special vocabulary (on the material of a professionals speech of English-speaking stock exchange brokers)". In Rață, Georgeta (ed.). *Academic Days of Timisoara: Language Education Today*. Cambridge Scholars Publishing. p. 519. ISBN 9781443833165.

<sup>11</sup> McNamara, Tim (2005). "21st century shibboleth: language tests, identity and intergroup conflict". *Language Policy*. 4 (4): 351–370. doi:10.1007/s10993-005-2886-0. S2CID 145528271.

Additionally, it is important to recognize that individuals have their own unique speech patterns, known as idiolects. These idiolects are shaped by various factors, including personal experiences, regional influences, and social backgrounds<sup>12</sup>.

It is worth mentioning that the classification of dialects can sometimes be subjective and debated. The linguistic distance between dialects and the standardized written form of a language also plays a role in determining their classification. Some dialects may not be mutually intelligible in spoken form, leading to discussions about whether they should be considered separate languages or regiolects<sup>13</sup>.

Overall, the study of dialects involves analyzing various linguistic features, such as lexicon, grammar, and pronunciation, to understand the distinct variations within a language.

In the study and classification of Uzbek dialects, the contributions of renowned professors such as E.D.Polivanov, K.K.Yudakhin, G'ozzi Olim, A.K. Borovkov, and V.V.Reshetov<sup>14</sup> have been of great importance on a global scale. Under their leadership, local Uzbek scholars have been trained. Uzbek linguists, including academic Sh.Shoabdurahmonov, professors, and PhD holders M. Mirzaev, F.Abdullaev, S.Ibrohimov, H.G'ulomov, Y.G'ulomov, A.Aliev, A. Shermatov, A.Jo'raev, O.Madrahimov, T.Yo'ldoshev, N.Rajabov, X.Doniyorov, T. Nafasov, Q.Muhammadjonov, Y.Ibrohimov, H.Muradova<sup>15</sup>, and others, have conducted

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<sup>12</sup> Harper, Douglas. "-lect". Etymology Online. Retrieved 2019-09-02. word-forming element abstracted 20c. from dialect and in words meaning a regional or social variety of a language.

<sup>13</sup> Colin Renfrew; April M. S. McMahon; Robert Lawrence Trask (2000), *Time depth in historical linguistics*, McDonald Institute for Archaeological Research, 2000, [ISBN 978-1-902937-06-9](https://doi.org/10.1017/S002226890000099)

<sup>14</sup> E. D. Polivanov. «O'zbek dialektologiyasi va o'zbek adabiy tili» (1933) «Toshkent dialektining fonetik sostavi» (1924), «Samarqand shevasi» (1928), «Qozoq-nayman shevasi» (1931); K. K. Yudakhin. «Vodil qishlog'ining lahjasi haqida bir necha so'z» (1927), «Chig'atoy tilining tovushlar sostavi masalasiga doir» (1929), «O'zbek tili» (1939); G'ozzi Olim. «O'zbek lahjalarini tasnifida bir tajriba» (1936); A. K. Borovkov. «O'zbek shevalarining tasnifi masalasi» (1953); V. V. Reshetov. «O'zbek dialektologiyasi»

<sup>15</sup> Муродова Н. Узбек адабий тили ва шевалар лексикасининг киёсий тадқиқи. - Тошкент: Фан, 2005.; Ибрагимов Ю.М. Жанубий Орол буйи шевалари тадқиқи. - Тошкент, 2000.; Ражабов Н. Узбек шевашунослиги. -Тошкент: Укитувчи, 1996.; Нафасов Т. Кашкадарё узбек халқ сузлари. - Тошкент: Мухаррир, 2011.; Джураев А. Б. Теоретические основы ареального исследования узбекоязычного массива. АДД. - Москва, 1991.; Шерматов А. Лингвистик география нима? – Тошкент: Фан, 1981.; Дониёров Х. Қипчоқ диалектларининг лексикаси. Т., Фан, 1979.; Шоабдурахмонов Ш. Ш. Ўзбек адабий тили ва ўзбек халқ шевалари. -Т.: Фан, 1962.; Мирзаев М. Ўзбек тилининг Бухоро группа шевалари. Т., Фан, 1969.; Абдуллаев Ф. Ўзбек тилининг Хоразм шевалари. Т., 1964.; Gulyamov Y. Iz nablyudeniy nad morfologiyey tashkentskogo govora // O'zbek dialektologiyasidan materiallar. 1-tom .Т.,1957.s. 170-188.; Muxamedjanov K .M (Tashkent).Ob istorii formirovaniya uzbekskix govorov Yujnogo Kazaxstana // Tyurkskoy yazikoznanie.Т.,Fan, 1985. s . 114-118.; Yuldashyev T. Uzbekskie govori yujnogo Tadjikistana. AKD. Т., 1968.s .19.; G ulyamov X,



research under their guidance. More than 50 candidates and doctoral students have carried out scientific research on Uzbek dialects and continue to do so. As a result of their work, the field of Uzbek dialectology has been shaped, and nearly all dialects and variations have been systematically studied, documented, and compiled in dictionaries.

The Uzbek language differs from other Turkic languages in many dialectal aspects. Throughout its historical development, Uzbek dialects have continuously progressed. Understanding and explaining its historical development and current state requires the use of terms such as *sheva*, *dialect*, and *lahja*, which have their own lexical and terminological meanings.

Our objective is to explore how certain characteristics of Qipchoq dialect can impact the learning of English pronunciation. English employs the term "dialect," while in Uzbek, the concepts of *sheva* and *lahja*, similar to dialect, are both utilized, with distinctions in territorial and linguistic scope. As we delve into Qipchoq dialect of Uzbek language which is mainly spoken in Qashqadarya and Surxandarya, it's important to provide a concise overview of these concepts and their distinctions.

The Uzbek language sets itself apart from other Turkic languages due to its numerous dialects. Over the historical timeline, Uzbek dialects have evolved consistently. To comprehend the language's development and its current state, it's crucial to grasp the dictionary and terminological meanings of terms like dialect, *sheva*, and *lahja*.

The term *sheva* refers to a specific part of a territory that is distinguished by its unique lexical, phonetic, and grammatical characteristics in comparison to other languages. It signifies a particular style, manner, or way of speaking.

The word *dialect*, derived from Greek, signifies a variation of a language (originally meaning "tribal language"), which combines most of the linguistic features of a language.

*Lahja*, an Arabic word, also refers to a style, manner, or way of speaking, similar to *sheva*. As a dialectological term, it represents the highest level of development in the progress of the Uzbek language, encompassing both *sheva* and dialectal variations<sup>16</sup>.

In English, there are no specific terms like "sheva" and "lahja." Instead, there is a broader concept known as dialect. Therefore, in our scientific work, we solely focus on the dialect to highlight these concepts.

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Djizakskiy govor uzbekskogo yazika. AKD. T.. 1954.s .16.; .Aliyev A. Uychinskiy govor uzbekskogo yazika. AKD. T.. 1960.S.15.; 5(204.); Ibrogimov S. Professionalnaya leksika uzbekskogo yazika (na materialax Ferganskix govorov). T., 1961. s. 164.; Мадрахимов А. Исследование по лексике огузкого наречия узбекского языка. АДД.Т,1978;

<sup>16</sup> Ashirboyev Samixon. O'ZBEK DIALEKTOLOGIYASI // darslik // T.: «NAVRO'Z» nashriyoti 2016. - 136 b.

Principles of classification of Uzbek dialects. Uzbek dialects were mainly studied by Russian scholars on a scientific basis from the 1920s and 1930s, and at the same time, its initial classifications appeared. At the beginning of the 20th century, Uzbek dialects were studied on a large scale with the slogan of determining the capabilities of the national language.

Several criteria are used in the classification of Uzbek dialects. These include:

- The presence or absence of vowel and consonant sounds specific to the Uzbek (Turkic) language.
- Adherence to certain phonetic regularities, such as vowel harmony and the presence of umlaut.
- The quantity of lexical units related to historical layers and the inclusion of borrowed words from other layers.
- The influence of related and unrelated languages and dialects on Uzbek dialects.
- The degree of prominence of a specific sound or phoneme that characterizes the main feature of the dialect.
- The phonetic structure of words and other factors<sup>17</sup>.

Several scholars have participated in the classification of Uzbek dialects. Professor I.I.Zarubin made a significant contribution to the classification of Uzbek dialects and identified four main groups: Khiva, Fergana, Tashkent, and Samarkand-Bukhara. However, he did not clearly explain the distinctive features of these dialects, and even the dialects of Qipchaq and Northern Uzbek were overlooked in his work<sup>18</sup>.

The classification of Uzbek dialects. Initially, Professor K.K.Yudakhin made significant contributions to the classification of Uzbek dialects. He classified Uzbek dialects into four groups based on their relationship with the Tajik language and the degree of vowel harmony preservation:

- Uzbek dialects that maintain the original Turkic phonetic system and vowel harmony.
- Dialects that have partially modified their phonetic composition and lost vowel harmony.
- Uzbek dialects that preserve the Iranian language phonetic system.
- Tajik dialects spoken in Uzbek and Tajik languages<sup>19</sup>.

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<sup>17</sup> Остроумов Н.П. Сарты. Этнографические материалы. — Ташкент, 1896.

<sup>18</sup> Зарубин И. И. Население Самаркандской области. Его численность, этнографический состав и территориальное распределение : (по материалам сельско-хозяйственной переписи 1917 г., дополненной другими источниками). - Л., 1926.

<sup>19</sup> Yudaxin K . K. Materiali po zvukovom u sostavu chagatayskogo yazyka // Jur. Kultura i pismennost Vostoka. Kn. U . Baku, 1929.

Later, K.K.Yudakhin further familiarized himself with Uzbek dialects and divided them into five groups: Tashkent, Fergana, Qipchaq, Khiva, and Northern Uzbek dialects.

E.D.Polivanov has made significant contributions to the study and scientific classification of Uzbek dialects. He has written over 250 works, both large and small, on the Uzbek language and dialects. Currently, more than 150 of his works have been published. Some of his notable works on Uzbek dialects include "Uzbek Dialectology and Uzbek Literary Language"<sup>20</sup> (1933), "The Phonetic System of Tashkent Dialect"<sup>21</sup> (1922).

He categorizes almost all Uzbek dialects, personally learned and developed, based on the preservation of the historical development and characteristics of the tribal period. He also identifies the presence of three major dialects in the Uzbek language<sup>22</sup>:

1. Chig'atoy dialect. This dialect is divided into 7 types: 1. Samarqand-Bukhara, 2. Tashkent, 3. Margilan-Kokand, 4. Andijan-Shahrixon, 4. A. Chortoq or umlaut dialect. 5. Qo'qon, Andijan, Norin rural dialects with singharmonism. 6. Northern Uzbek city (Chimkent, Turkistan) dialects. 7. Northern Uzbek rural (Mankent) dialects.

2. O'g'uz dialect. It encompasses two types of dialects: 1. Southern Khorezm (Khiva, Yangi Urgench, Shovot, Gazavat, Khazorasp, Yangiariq) dialects.

3. Northern O'g'uz group (Iqon, Qorabuiq) dialects.

4. Qipchaq dialect. It is divided into several types: 1. Khorezm Qipchaq dialects: a) Northern Khorezm ; b) Central Khorezm dialects. 2. Qurama dialects. 3. Kazakh-Karluq, Fergana-Karakalpak dialects. 4. Northern Uzbek Qipchaq dialect (So'zoq, Cholaqo'rg'on).

G'ozi Olim's classification. Based on the lexical, morphological, and phonetic characteristics, it is necessary to classify the dialect into 1) Uzbek-Qipchaq, 2) Turk-Barlos, and 3) Khiva-Urgench dialects.

The Uzbek-Qipchaq dialect includes Qirq, Jaloyir-Laqaq, Qipchaq, and Gurlan variations. The Turk-Barlos dialect includes Sayram-Chimkent, Tashkent-Khos, Andijan, and Namangan variations. The Khiva-Urgench dialect is divided into Khiva and Karluq groups<sup>23</sup>.

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<sup>20</sup> Polivanov E. D. U zbebskaya dialektologiya i uzbekskiy literaturniy yazik. T., 1933.

<sup>21</sup> .Polivanov E. D. Zvukovoy sostav tashkentskogo dialekta. T., 1922.

<sup>22</sup> Polivanov E. D. U zbebskaya dialektologiya i uzbekskiy literaturniy yazik. T., 1933.

<sup>23</sup> G'ozi Olim Yunusov. O'zbek lahjalarining tasnifida bir tajriba. T., 1936.

A.K.Borovkov takes into account the historical development of the Uzbek language dialects and further divides it into 4 dialects:

1. Central Uzbek dialect. It is divided into two groups: 1) Central Uzbek dialects of Uzbekistan: Tashkent, Samarkand, Bukhara, Fergana, and others; 2) Northern Uzbek dialects: Chimkent, Sayram, Jambul, Marki, and others.
2. Shayboniy Uzbek ("j"lovchi) speaking dialect. It includes the dialects of Samarqand, Bukhara, Surxondaryo, Ohangaron region, Northern Khorezm, and Fergana region.
3. Southern Khorezm dialect. It includes the dialects of Xonqa, Hazorasp, Shovot, Yangiariq, G'azovot, ShoTaxon, and others.
4. Separate group includes 1) Qorabuloq, Iqon, Mankent; 2) umlauted dialects (Namangan)<sup>24</sup>.

V.V.Reshetov's classification (the classification is being presented in full):

Among the classifications that have been examined, Reshetov's classification was determined to be the most comprehensive and accurate. Therefore, in our research, we primarily rely on Reshetov's classification as the foundation for our work.

The unique ethno-genetic processes and the influence of related and unrelated peoples' languages on each other in the territory of present-day Uzbekistan have resulted in the existence of a highly complex dialectal system of the Uzbek language. From a historical-linguistic perspective, this complex consists of three components<sup>25</sup>:

- 1) North-Western group - the Qipchaq dialect of the Uzbek language. This group includes the Qipchaq dialects of the Uzbek language, as well as the neighboring Kazakh, Kyrgyz, and Karakalpak languages.
- 2) South-Western group - the Oghuz dialect of the Uzbek language. This group is influenced by the neighboring Turkmen language.
- 3) South-Eastern group - this group includes the Karluq-Chigil-Uyghur dialects, which form the majority of the urban dialects of the Uzbek language, as well as the modern literary Uzbek language and the old Uzbek language. From related Turkic languages, the new Uyghur language is also included. For the majority of dialects belonging to this group, their characteristic feature is their historical connection with the Tajik language.

As historical-linguistic facts indicate, the presence of three language groups (Qipchaq, Oghuz, Karluq-Chigil-Uyghur) in the Central Asia and Kazakhstan region

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<sup>24</sup> Borovkov A. K. Voprosi klassifikatsii uzbekskix govorov // Izvestiya AN UzSSR. 5. T., 1953.

<sup>25</sup> Reshetov V. V. Izuchenie uzbekskix narodnix govorov // O'zbek dialektologiyasidan materiallar. I. T., 1957.S.5-30

has also led to the existence of these three dialects (Qipchaq, Oghuz, and Karluq-Chigil-Uyghur dialects) within the Uzbek language<sup>26</sup>.

**Qipchaq dialect.** The Qipchaq dialect of the Uzbek language encompasses a diverse range of Turkic tribes and clan representatives. Among them are Qipchaq, Numan, Kangli, Mitan, Laqay, Uyshun, Karakalpak, Tama, Qishliq, Ongut, Qiyot, Doromon, Argin, Uyghur, and numerous other tribes. The Qipchaq dialect has a significant presence across a vast territory. The fact that representatives of this dialect can be found in all regions of Uzbekistan serves as evidence of the validity of this notion. In addition to the Ohangaron district in the Tashkent region, Fergana and Andijan regions also have inhabitants who speak the Qipchaq dialect. The majority of the population in the Sirdaryo, Samarkand, Bukhara, Kashkadarya, Surkhandarya, and Khorezm regions are also speakers of the Qipchaq dialect. Furthermore, the Qipchaq dialect of the Uzbek language is present in the territories of the Republic of Kazakhstan, Kyrgyzstan, and Tajikistan as well<sup>27</sup>. The Qipchaq dialect of the Uzbek language not only provides valuable material for dialectologists but also offers intriguing resources for folklore researchers. The extensive oral tradition of the people, particularly their heroic epics, is considered a source of national pride for the Uzbek people. Consequently, the majority of Uzbek people with Qipchaq roots are interested in studying the lives and creative works of their ancestors, as well as thoroughly investigating the distinctive linguistic characteristics of the Qipchaq dialect. As a result, the Qipchaq dialect differs from the norms of the Uzbek literary language in various aspects, including phonetic and lexical-grammatical features.

**Oghuz dialect** is a distinct variant of the Uzbek language that is primarily spoken in several settlements in the southern part of Khorezm. These settlements include cities like Khiva, Khonqa, Shovot, Hazorasp, G'azavot, Yangiariq, Sho'raxon, and Urgench. Additionally, there are also some districts in the Toshhovuz region and Karakalpakstan where the Oghuz dialect is prevalent.

The Oghuz dialect is characterized by its unique vocabulary, pronunciation, and grammar, which differentiate it from other dialects of Uzbek. Speakers of the Oghuz dialect often use specific words and expressions that are not commonly found in standard Uzbek.

In the northern Uzbek region, specifically in the Turkiston-Chimkent group of dialects, there are also traces of Oghuz elements. This means that certain settlements

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<sup>26</sup> Reshetov V. V. O dialektologicheskom atlase uzbekskogo yazika // V toroe regionalnoe soveshanie po dialektologii tyurkskix yazikov (Tezisi dokladov). Kazan, 1958.

<sup>27</sup> Abdullayev F. Kipchakskiy govor uzbekskogo yazika. AKDT .,1957.s.18 .

like Qorabuloq, Mankent, Qoramurt, and Iqon incorporate Oghuz linguistic features into their speech<sup>28</sup>.

It's worth noting that representatives of the Oghuz dialect can also be found in other districts of Uzbekistan, such as in Bog'don qishlog'i near Jizzakh. This indicates that the influence of the Oghuz dialect extends beyond its primary geographical area.

**Karluq-Chigil-Uyghur dialect.** The Karluq-Chigil-Uyghur dialect is a variant of the Uzbek language that encompasses both urban and rural speech in cities and towns with similar characteristics.

The formation of this dialect group is closely linked to the movement of the Qarakhanids in the 11th century. Historically, the speakers of the Karluq-Chigil-Uyghur dialect are associated with the populous cities in Namangan, Tashkent, Andijan, and other districts of Uzbekistan.

However, this dialect has also spread beyond the territory of Uzbekistan. For example, in the territory of Kazakhstan, cities like Turkistan, Chimkent, Sayram, Qorabuloq, Qoramurt, Iqon, and Mankent have significant populations of speakers of this dialect. Representatives of this dialect can also be found in Kyrgyzstan, in cities like Osh, Jalal-Abad, and Ozgan, among others. There are also speakers of this dialect in Afghanistan. It is known that in the 1630s, some Uzbek tribes migrated from Shash (near Tashkent) to Afghanistan<sup>29</sup>.

Researchers who have classified Uzbek dialects have categorized the Karluq-Chigil-Uyghur dialect into various groups. However, the genetic and linguistic proximity between these dialects is not only based on historical factors but also evident in phonetics, lexicon, and certain grammatical forms in the present time.

The Namangan dialect, in particular, has distinct features that can be attributed to the Uyghur language, such as the presence of "umlaut." Some rural dialects in Namangan, like Uychi, have unique characteristics<sup>30</sup>.

It is difficult to determine the genesis of dialects like Andijan and Osh without considering the Turkish language group that the Namangan dialect is based on. Similarly, it is not possible to identify the genetic relationship between Tashkent dialect and the aforementioned dialects solely based on phonetic and morphological features. It should be noted that there are no linguistic phenomena that have emerged or disappeared without any connection or existence in a single territory and a single language community. The proximity between Tashkent, Jizzakh, and Namangan dialects can be considered as a coincidence, and the presence of similar phonetic

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<sup>28</sup> Abdullayev F.A. O'zbek tilining O'g'uz lahjasi. T., Fan, 1978.

<sup>29</sup> .Shoabduraxmonov Sh. Karlukskoe narechie uzbekskogo yazika. T., Fan, 1983.

<sup>30</sup> Reshetov V.V. Margilanskiy govor uzbekskogo yazika. A K D .T.,1940.s.10.

phenomena among Qarshi, Tashkent, and Namangan dialects can be explained by the overall development of the language. The Iqon-Qorabuloq and Chimkent-Sayram dialects also deviate from the general development path, as they are closely related to the old Uzbek written language and have strong connections with the Tashkent and Namangan dialects. However, they differ from the Tashkent and Namangan dialects due to the significant presence of Oghuz language elements.

The Samarkand-Bukhara-Khojand group of dialects also forms the Turkish-speaking territory of the Karluq-Chigil-Uyghur language group. However, these dialects have a minimal influence from the Tajik language and maintain a bilingual status. Therefore, studying the bilingual process and the mutual influence of different language systems is of great interest. The dialects associated with this group (Tashkent, Jizzakh, Qarshi, Andijan, Namangan, Osh, Qorabuloq, Chimkent, and others) form a complex dialect continuum from a historical perspective. This dialect belongs to several larger groups<sup>31</sup>:

I. Fergana group. It includes several dialects:

1. Namangan dialect. This dialect is associated with the city of Namangan and the surrounding areas, such as Uychi and others. It is characterized by its close proximity to the Uighur language.

2. Andijan-Shahrixon dialect. This dialect includes the city of Andijan, Shahrixon, and other dialects from Andijan region.

3. O'sh dialect. This includes O'sh, O'zgan, Jalolobod, and other similar dialects, which are characterized by their mixture with Southern Kyrgyz shevaiar.

4. Margilon-Qo'qon dialect. This dialect includes dialects from Margilon, Fergana, Vodil, Qo'qon, and similar areas.

II. Tashkent group.

1. Tashkent dialect. This includes dialects from Tashkent city, as well as other dialects from Tashkent region, such as Piskent, Parkent, Qoraxitoy, and others.

2. Jizzakh dialect.

III. Qarshi group.

1. Qarshi dialect. This includes shevaiar from Qarshi, Shahrizabz, Kitob, Yakkabog, and other shevaiar from Qashqadaryo region (excluding qipchoq shevaiar).

2. Samarqand-Bukhara dialect. This includes dialects from Samarqand, Bukhara, Khujand, Chust in Fergana Valley, and dialects from Koson in Qashqadaryo region (this dialect does not include Oghuz and qipchoq elements).

IV. Northern Uzbek group.

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<sup>31</sup> Reshetov V. V., Shoabdurahmonov Sh. O'zbek dialektologiyasi. T. ., O'qituvchi, 1978.

1. Iqort-Qorabuloq dialect. This includes Iqon, Qorabuloq, Mankent, Qoramurt, and other dialects that have primarily Oghuz elements but have also mixed with qipchoq elements during their formation process.
2. Turkiston-Chimkent dialect. This dialect includes dialects from Turkiston Chimkent, Sayram, and other similar areas. This dialect has fewer Oghuz language elements but has more qipchoq language elements due to its interaction with Southern Kazakhstan dialects. It differs from the Iqort-Qorabuloq dialect in this aspect<sup>32</sup>.

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<sup>32</sup> Reshetov V . V. O dialektologicheskom atlase uzbekskogo yazika // V toroe regionalnoe soveshanie po dialektologii tyurkskix yazikov (Tezisi dokladov). Kazan, 1958.



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## Methodology of forming the skill of using educational dictionaries in elementary grades

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**Abstract:** This article analyzes the scientific and theoretical basis of using dictionaries in primary education.

**Keywords:** Uzbek language, vocabulary, mother tongue education, importance, spelling, improving literacy, increasing vocabulary, important resource, student's main advisor, etc. One of the main tasks of primary education is the formation of general learning skills and competencies in students. Among the general learning skills, the ability to use various dictionaries and reference books takes an important place. At the moment, the need and habit of a person to understand his linguistic difficulties and try to solve them with the help of a dictionary is a personal characteristic of a person, one of the signs of his culture. Thus, dictionaries can be considered not only for teaching the student, but also as a means of education.

Currently, many dictionaries with different functions have been published and are being published in our country. For example, a high school student can use not only a spelling dictionary, but also explanatory dictionaries, word formation dictionaries, borrowed words, obsolete words, synonyms, antonyms, homonyms, etc. But does the student turn to the dictionary knowingly?! According to our observation, most students do not use the resources they have, even if they have the dictionaries they need on the bookshelf. One of the reasons for such a phenomenon is embodied in the following well-known sentence: everything begins with childhood. If the child does not develop the need to refer to dictionaries at the initial stages of education, if he does not develop the skills of finding the right information quickly and aiming at the aids, he will not be a full user of the available vocabulary. suspicion of becoming a person. That is why it is already clear that it is necessary to start working with dictionaries from the first grades.

When it is customary for a primary school student to turn to a dictionary (in a problem-related manner), he puts linguistic problems before himself, is ready to consciously find answers to them, and is ready to do this. it can be considered that the basis for educating a cultured person who can do Today, a primary school student has a large number of dictionaries. In the near future, working with a dictionary in a native language class should be a regular activity in any class, and working with different types of dictionaries should become a necessity. Working with the dictionary should be included in every lesson: explaining the meaning of a word, writing the word correctly, pronouncing it correctly, explaining its structure

(making). All words are written on the board in advance. Children's opinion is compared with the correct option in the dictionary. In this place, children are also given homework: the meaning of the word from the dictionary (explanatory dictionary), correct spelling (spelling dictionary), correct pronunciation (orthographic dictionary), to determine the meaning of any phrase (phraseological dictionary), etc. In the next lesson, the assignment will be checked and a new assignment will be given. In this way, the skills of working with a dictionary are formed in students, and then their competence. In each lesson, it is possible to recommend students to complete an individual task for working with the dictionary: to prepare a dictionary dictation on the previous topic, and to perform the role of a teacher in the next lesson. This type of work will undoubtedly arouse interest in children.

All this requires the teacher to methodically prepare for the development of the skills of using linguistic dictionaries in young students. For this system, first of all, it is necessary to determine the series of skills, which are the structural works (operations) of the complex skill of using the dictionary. Basic vocabulary skills include: 1. Using auxiliary dictionaries for textbooks. 2. Carefully read the text of the introductory article. 3. To determine the language unit that is described according to the name of the dictionary. 4. Working with the alphabetic word index. 5. Make and remember the vocabulary structure plan. 6. Make and keep in mind the plan of the dictionary article. 7. Work with conventional signs, symbols, conventional abbreviations. 8. Use read-review and read-search when working with dictionaries. Elementary school students should know (determine) the following: 1. The name of the dictionary. 2. The author and editor of the dictionary. 3. Publisher and year of publication. 4. The type of dictionary. 5. The function of the dictionary. 6. The arrangement of words in the dictionary: alphabetically, cellularly, thematically. To make the work easier, it is recommended to make a bookmark-note in each dictionary with conventional signs and abbreviations. As a result of studying the experience of teachers, it can be concluded that vocabulary work should take the leading place in the lessons of the mother tongue. The effectiveness of this work depends on the professional skills of the teacher. Use of new technologies increases children's interest in lessons. And working with a dictionary - one of the new technologies in teaching the mother tongue - is a culture cultivation technology. Students should be able to use all types of vocabulary. This undoubtedly increases their cultural and speech level.

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## КОУЧИНГОВЫЙ ПОДХОД В ОБУЧЕНИИ БИОЛОГИИ

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**Аннотация:** Данная статья посвящена рассмотрению передовых методов и эффективности коучингового подхода в обучении биологии. Преимущества применения коучинга в образовательном процессе, а также оценивают его влияние на студенческую активность и усвоение биологических знаний.

**Ключевые слова:** коучинг, обучение, наставничество, методика, биология, студенты, эффективность, мотивация.

**Xulosa:** Ushbu maqola biologiya ta'limida ilg'or usullar va murabbiylik yondashuvining samaradorligini o'rganishga bag'ishlangan. Unda murabbiylikni ta'lim jarayoniga tatbiq etishning afzalliklari muhokama qilinadi va uning o'quvchilarning faolligi va biologik bilimlarni egallashiga ta'siri baholanadi.

**Tayanch so'zlar:** kouching, trening, murabbiylik, metodologiya, biologiya, talabalar, samaradorlik, motivatsiya.

**Abstract:** This article is dedicated to exploring advanced methods and the effectiveness of the coaching approach in biology education. It discusses the advantages of implementing coaching in the educational process and evaluates its impact on student engagement and the acquisition of biological knowledge.

**Keywords:** coaching, education, mentoring, methodology, biology, students, effectiveness, motivation.

Коучинг в биологии – это подход к обучению, при котором преподаватель или наставник помогает ученику лучше понять принципы биологии, развивая при этом навыки критического мышления, независимого исследования и решения проблем. Этот метод основывается на индивидуальном подходе, где учитель действует как наставник или коуч, помогая ученику углублять понимание предмета.

*Передовые методы коучингового обучения в биологии*

1. *Индивидуализированное обучение:* Коучинг в биологии часто включает в себя создание индивидуальных учебных планов, которые учитывают интересы и потребности ученика.
2. *Активное обучение:* Вовлечение учеников в активные образовательные процессы, такие как лабораторные работы, полевые исследования и эксперименты, что позволяет им на практике применять теоретические знания.
3. *Развитие навыков исследования:* Ученики учатся формулировать гипотезы, проводить эксперименты и анализировать данные, что является ключевым навыком в изучении биологии.
4. *Критическое мышление:* Коучинг помогает ученикам развивать способность критически анализировать информацию, оценивать различные точки зрения и делать обоснованные выводы.
5. *Применение технологий:* Использование компьютерных программ, приложений и онлайн-ресурсов для обогащения процесса обучения и предоставления доступа к широкому спектру информации.
6. *Самостоятельное обучение:* Поощрение учеников к самостоятельному изучению материала и исследованию интересующих их тем в биологии.

Как навыки учителя могут помочь ученику:

1. *Понимание индивидуальности ученика:* Учитель-коуч учитывает уникальные потребности и стиль обучения каждого ученика, что способствует более глубокому пониманию материала.
2. *Обратная связь:* Постоянная и конструктивная обратная связь помогает ученикам осознавать свои сильные стороны и области для улучшения.
3. *Поддержка и мотивация:* Учитель-коуч поддерживает ученика, помогая преодолеть трудности и стимулируя интерес к предмету.
4. *Развитие навыков решения проблем:* Помощь ученикам в разработке стратегий для решения сложных задач и понимания сложных концепций.
5. *Интеграция знаний:* Учитель помогает ученикам соединять новые знания с уже известными, что улучшает понимание предмета и способствует углубленному обучению.

Коучинг в биологии отличается от традиционных методов обучения тем, что он больше сосредоточен на развитии навыков и способностей ученика, а не только на передаче знаний. Это подход, который стремится сделать процесс обучения более персонализированным и вовлекающим.

Коучинг в области биологии в Узбекистане, как и во многих других странах, может играть важную роль в развитии образовательной системы. В контексте Узбекистана, где образование традиционно основывалось на более строгих и

иерархических методах, внедрение коучинговых подходов может предложить новые перспективы и методы обучения.

Особенности коучинга в биологии в Узбекистане:

1. *Обновление образовательной системы:* Узбекистан стремится модернизировать свою образовательную систему, включая использование более интерактивных и студентоцентрированных методов обучения, таких как коучинг.
2. *Профессиональное развитие учителей:* Для эффективного коучинга важно обучение и развитие учителей, чтобы они могли успешно применять новые методики в классе.
3. *Фокус на практические навыки:* В биологии особое внимание уделяется развитию практических навыков учеников через лабораторные работы и полевые исследования.
4. *Использование технологий:* Узбекистан активно внедряет информационные технологии в образование, что открывает новые возможности для коучинга и обучения биологии.
5. *Индивидуализированный подход:* Коучинг позволяет учителям более тесно взаимодействовать с учениками, учитывая их индивидуальные особенности и потребности.

Примеры инициатив в Узбекистане

- **Образовательные проекты и программы:** может быть, в Узбекистане реализуются специальные программы и проекты, направленные на развитие коучинговых методик в обучении биологии.
- **Международное сотрудничество:** сотрудничество с международными образовательными организациями для обмена опытом и знаниями в области коучинга и биологии.
- **Локальные образовательные инициативы:** возможно, в учебных заведениях Узбекистана разрабатываются и внедряются свои методы и подходы к коучингу в биологии.

### **Заключение**

Коучинг в биологии в Узбекистане может стать значимым шагом в сторону более современной, эффективной и студентоцентрированной образовательной системы. С учетом постоянных реформ и инноваций в образовательной сфере Узбекистана, коучинговые методы могут значительно улучшить качество обучения биологии и подготовить учащихся к успешной академической и профессиональной деятельности.

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